Graduate Council Agenda
Meeting Wednesday, February 7, 2018
EHFA, room 164 @ 11:45 am

Old Business
1. Approve minutes from January 17, 2018
2. ACAD-SENA 110, 111, 126

New Business
1. Course changes:
   a. Current course description:
      COMM 600 Foundations of the Communication Discipline. (3) Course focuses on developing an understanding of the communication discipline, including the place of health communication in the field’s intellectual history, and establishes the foundation for graduate inquiry within the discipline. F, S, MY, SU
      Proposed catalog description:
      COMM 500 Foundations of the Communication Discipline. (3) Focuses on developing an understanding of the communication discipline, including the field’s intellectual history, and establishes the foundation for graduate inquiry within the discipline. F, S, M, Su, W
   b. Current course description: on paperwork COMM 605 is incorrect – should be 645
      COMM 645 Communication Activism. (3) Course combines seminar and practice to evaluate the use of media as a creative and tactical tool. Students integrate theory, research, writing and discussion to explore communication as a pedagogical tool for mapping, documenting, performing and critiquing activist movements. F, S, MY, SU
      Proposed catalog description:
      COMM 502 Communication Activism. (3) Students work with non-governmental, governmental and/or grass roots advocacy groups to engage in public service, social justice, and/or other applied communication projects. Students research, publicize, advocate for, and/or intervene in a social justice project with a community service organization. This f. F, S, M, Su, W
   c. Current course description:
      COMM 611 Health Communication and the Media. (3) Course emphasizes media-based health messages, focusing specifically on messages depicted on television dramas, films/movies, new and the Internet. Additionally, this course focuses on health communication campaigns as well as the application of health communication theory and strategy. F, S, MY, SU
      Proposed catalog description:
      COMM 511 Communication in Health Contexts. (3) This course examines current issues in health and their relation to communication. Topics could include
health care reform, for-profit and not-for-profit healthcare, health campaigns, novel or growing public health concerns, etc., examined from communication perspectives. F, S, M, Su, W

d. **Current course description:**
COMM 619 Strategic Communication Campaigns. (3) The focus of this class is the development of specific skills related to the research, development, production and evaluation of integrated health communication campaigns through various forms of media. F, S, MY, SU

**Proposed catalog description:**
COMM 519 Communication & Media Campaigns. (3) An in-depth and applied study of using communication theories and strategies for campaigns; topics may include research, planning, implementation, and evaluation. F, S, M, Su, W

e. **Current course description:**
COMM 630 Topics in Communication with Target Audiences. (3) Communicating with target audiences is of vital importance in today’s healthcare field. This course provides an overview of current issues relevant to particular groups in their relations to healthcare. Topics may include communicating with ethnic, racial, gender, or LCGTQ communities. F, S, MY, SU

**Proposed catalog description:**
COMM 530 Communication to Targeted Audiences. (3) This course provides an overview of current issues relevant to particular groups in their relation to communication tactics, theories, relationships, etc. Topics may include issues relating to effecting communication with members of various ethnicities, races, genders, and other groups. F, S, M, Su, W

f. **Current course description:**
COMM 631 Communication for Diverse Audiences. (3) Course examines the influences of culture, race, ethnicity, and other identity categories on the effectiveness of communication artifacts. Students review theories and practices related to the design, implementation, and evaluation of campaigns aimed at diverse populations. F, S, MY, SU

**Proposed catalog description:** (how does content change from 600 to 500?)
COMM 531 Communication for Diverse Audiences. (3) Course examines the influences of culture, race, ethnicity, and other identity categories on the effectiveness of communication artifacts. Students review theories and practices related to the design, implementation, and evaluation of campaigns aimed at diverse populations. F, S, M, Su, W

g. **Current course description:**
COMM 640 Media Effects. (3) Course examines audiences’ uses for and effects from media for individuals and societies. It covers topics such as trends in media content and effects, personal and social characteristics facilitating effects, and personal and social health implications of effects. F, S, MY, SU

**Proposed catalog description:** (how does content change from 600 to 500?)
COMM 540 Media Uses & Effects. (3) Examines audiences’ uses for and effects from media for individuals and societies. It covers topics such as: trends in media content and
effects, personal and social characteristics facilitating effects, and the personal and social implications of effects. F, S, M, Su, W

h. Current course description:
COMM 675 Communication Theory and Practice. (3) (Prereq: Admission to MALS Program) Course surveys the communication field and representative theories. Students research communication from both humanities and social science perspectives through analysis, critique, and reflection. This course provides students with tools to enhance communication skills and develop communication messages and events. F

Proposed catalog description: (no prereq)
COMM 575 Communication Theory. (3) Surveys the communication field and representative theories. Students research communication from both humanities and social science perspectives through analysis, critique, and reflection. This course provides students with tools to enhance communication skills and develop communication messages and events. F, S, M, Su, W

i. Current course description: (from three to six credits)
COMM 791 Capstone Thesis and Oral Defense. (3) (Prereq: COMM 600, COMM 675, COMM/MALS 650) This capstone course stands as the culmination of the program, wherein students, under the direction of an academic mentor will complete a research thesis based on the students’ plan of study and interests. This option is recommended, though not required, for students interested in a terminal degree. F, S, SU

Proposed catalog description:
COMM 691 Applied Communication Capstone. (6) *(Prereq: COMM 500, COMM 575, MALS 650) The culmination of the program, wherein students, under the direction of a faculty advisor, synthesize coursework and apply their knowledge and education to a significant project based on the students' plan of study and interests. The nature of this capstone is designed collaboratively between each student and the student's advisor (e.g., fundraising events, theory-driven research). Students must pass an oral defense in order to successfully complete this course. F, S, M, Su, W

2. Proposal for new graduate courses:
   a. BIOL 601 Gene Expression. (3) Advanced coursework examining the intricacies of gene expression from chromatin remodeling through protein production in both prokaryotes and eukaryotes. S Justification: This course is required for the new M.Sc. in Integrative Biology program. As such, program assessment has not been done for this course as yet. This course will provide much needed foundation for students wishing to pursue advanced studies and work in the molecular sciences including biotechnology-related fields.

   b. BIOL 602 Symbiosis. (3) The course will identify and examine the evolutionary aspects and mechanisms involved in the establishment and maintenance of symbiotic associations between organisms. A broad range of symbiotic relationships will be addressed from mutualistic to parasitic and will include examples of both facultative to obligate associations. F Justification: This is a new course offered for the M.Sc. in Integrative Biology program. This course will offer a bridge between the molecular and
physiological worlds for graduate students and should be of great interest to students wishing to pursue any field of study as symbiosis impact all organisms at some level. There is no prior program assessment for this course.

c. **BIOL 680 Professional Development in the Biological Sciences. (3)** Instruction for graduate-level writing expectations in the biological sciences including grants, thesis proposals, and manuscripts. Additional topics will focus on development of a C.V., professional presentations and posters, as well as pedagogical instruction for Biology courses at the college-level. F **Justification:** As this is a new course for a new program, no current program assessment exists. This course will offer curriculum necessary to prepare GAs for teaching at the college level, as well as prepare graduate students to be successful grant and thesis writers. Outcomes of this course include an increased level of teaching excellence by GAs and grant revenue at CCU.

d. **BIOL 603 Special Topics in Biotechnology. (3)** Variable content investigating current innovations in biotechnology. Multiple instructors will teach this course with each instructor given a period of time (2-3 weeks) to address a “hot” topic of biotechnology or research in their field of interest. F, S **Justification:** This course will function to enhance the integrative nature of the MS in Integrative Biology program. Further, this course will provide introduction to a variety of cell/ molecular fields and techniques for graduate students to help refine their thesis studies.

e. **BIOL 610 Environmental Microbiology. (3)** An introduction to the critical importance of microorganisms in various environments and in sustaining life. Metabolic diversity, roles in biogeochemical cycles, community structure, activity, importance in aquatic and terrestrial environments, and applied aspects such as bioremediation will be discussed. F **Justification:** Course for new Integrative Biology MS program that supports one focal area of study.

f. **BIOL 614 Population Biology. (3)** Principles of population ecology and population genetics will be examined. Topics include growth, decline and regulation of populations, demography, life history strategies, metapopulations, basic population genetics and molecular evolution, and applications in conservation and resource management. S **Justification:** Course for new Integrative Biology MS program that supports one focal area of study.

g. **BIOL 612 Environmental Animal Physiology. (3)** An examination of physiological responses and adaptations of animals to their environment. Topics covered will include the molecular basis of adaptation, gas exchange, metabolism, energetics, thermal relations, and water and solute metabolism. F **Justification:** Course for new Integrative Biology MSc program that supports one focal area of study.

h. **BIOL 611 Fish Conservation. (3)** A focus on the science addressing issues related to the decline, restoration, and conservation of marine and freshwater fishes globally and locally. F **Justification:** Course for new Integrative Biology MS program that supports one focal area of study.

i. **BIOL 613 Ecological Indicators. (3)** A comprehensive examination of the scientific use and development of multiple types of data to communicate condition of communities and ecosystems, especially with respect to the impacts of humans. S **Justification:** Course for new Integrative Biology MS program that supports one focal area of study.
j. **BIOL 687 Selected Topics for Integrative Biology. (1-4 credits)** Topics designed in specialty areas of Integrative Biology will be examined. F, S, SU **Justification:** New courses for the Integrative Biology Master’s program can be taught once using the Selected Topics (BIOL 687) designation. Provides a simple path to pilot new courses or take advantage of new, topical opportunities for instruction.

k. **BIOL 697 Graduate Seminar I. (1 credit)** Approaches to research and literature review of possible thesis research are examined. F, S **Justification:** Required course for new Integrative Biology MS program.

l. **BIOL 698 Graduate Seminar II. (1 credit)** (Prereq: BIOL 697) Plans for thesis research and expected outcomes based on a review of literature are presented and evaluated. F, S **Justification:** Required course for new Integrative Biology MS program.

m. **BIOL 699 Graduate Seminar III. (1 credit)** (Prereq: BIOL 698) Techniques for communicating results in research are evaluated. F, S **Justification:** Required course for new Integrative Biology MS program.

n. **BIOL 700 Thesis Research. (1-6 credits)** Research conducted leading toward the preparation, acceptance, and defense of a thesis. May be repeated up to 6 credits. F, S, SU **Justification:** Required course for new Integrative Biology MS program.

o. **BIOL 702 Project Completion. (1 credit):** (Prereq: completion of six credit hours of BIOL 700) Research activity towards completion of a thesis. May be repeated. Pass/Fail credit. F, S, SU **Justification:** Course for new Integrative Biology MS program.

p. **COMM 501 Communication Leadership.** (3) Prepares students to assume leadership roles in various contexts and organizations, through the study of effective communication strategies for leadership, structure, and culture. F, S, M, Su, W

q. **COMM 599 Teaching Assistant Pedagogy.** (0) (Prereq: Graduate standing) Training in teaching University Core or as-needed courses offered by the Department of Communication, Media, and Culture. Topics include preparing course plans and materials and responding to student needs. Required each semester for all Graduate Teaching Assistants. F, S, M, Su, W

r. **COMM 509 Public Relations.** (3) A survey of concepts, strategies, and tactics in public relations and how the field relates to journalism, advertising, and marketing. Topics include best practices and principles for creating targeted messages and events for various organizations. F, S, M, Su, W

s. **COMM 560 Persuasion.** (3) Examines the study and practice of persuasive discourse using both the rhetorical and social science traditions. Issues examined include: strategic planning and organization, audience analysis, motives and values, effective use of language, propaganda and the abuse of persuasion, campaign planning, effective presentation techniques, and the application of theory and research on persuasion to practical situations. F, S, M, Su, W

t. **EDAD 770 - Assessing Leadership Skills and Initiating Change** (3 credits) This course examines effective leadership styles, skills, roles, and functions of leaders within various organizations. Students assess their own leadership style and the leadership style of others, as they gain a broad understanding of the history and origins of leadership, leadership styles, and initiating substantive change with fidelity. This course studies topics closely related to effective leadership such as lifelong learning, powerful
communication, problem-solving skills, management, goal-achievement, conflict resolution, and the leadership development of others.

u. **EDAD 791 - Contemporary Issues in Higher Education** (3 credits) This course examines contemporary issues and impact in higher education. Students gain a broad understanding of past and current situations/trends which impact higher education in a positive or negative manner. This course examines topics closely related to higher education such as accreditation, affordability, enrollment, student equity, access, online education, teaching and learning, title IX, and working with various faculty members.

v. **EDAD 792 - Legal Basis of Educational Organization and Administration** (3 credits) This course is an introduction to finance and ethics at all levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structure and operations within various educational settings. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics.

w. **EDAD 793 - College Teaching and Advising** (3 credits) This course examines advanced principles of educational law with special attention to public sectors, private sectors, colleges, and universities. Other related topics which will be examined include hiring and personnel issues, dismissal, due process, current court decisions, and constitutional issues. The rights and responsibilities of various educational stakeholders will also be discussed. The course includes discussion, research, presentation, and application of educational law in relation to various educational settings.

x. **EDAD 735 - Finance and Ethics** (3 credits) This course serves as an introduction to finance and ethics at various levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structures and operations within various educational settings. Other related topics include budget management, expenditures, local and federal involvement, monetary safeguards and audits. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics.

y. **EDUC 800 – Ways of Knowing: Introduction to Educational Research** (3 credits) This course is designed to provide an introduction to understanding and interpreting qualitative and quantitative methods of educational research. Review of the steps in planning, selecting appropriate research methodology, conducting, analyzing, and reporting data, and reporting research. The purpose of the course is to assist students through the proposal and dissertation writing processes.

z. **EDUC 810 - Qualitative Research Methods in Education** (3 credits) This course will provide an introduction to qualitative methods in social science research, in terms of both the practical issues of conducting this type of research and the conceptual debates in the field. Methods include collection and analysis of observations, interviews, and other records of human activity to gain a better understanding of structures, processes, and perspectives that drive or shape human behavior. The purpose of the course is to assist students through the proposal and dissertation writing processes.
aa. **EDUC 815 - Quantitative Research Methods in Education** (3 credits) This course will provide an introduction to quantitative methods, to develop a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data and examine the social, political and ethical dimensions of designing and executing research. The course considers the methodological issues relevant to conducting an array of quantitative research with an emphasis on the art and science of survey research methods. In addition to methodological considerations. The course will explore the stages of survey development and administration, including measurement, instrumentation, sampling and distribution, institutional review board approval, and use of SPSS. The purpose of the course is to assist students through the proposal and dissertation writing processes.

bb. **EDUC 825 - Mixed Methods Research in Education** (3 credits) This course will provide an overview of mixed methods research, focus on the epistemological foundations of both mixed method designs and their components, including epidemiological surveys, in-depth qualitative interviewing, and collecting, analyzing, integrating, and reporting data based on multiple sources. The course covers the paradigms and "mental models" that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, and interpretive strategies can be productively combined. The purpose of the course is to assist students through the proposal and dissertation writing processes.

c. **EDUC 899 - Dissertation** (1-12 credits) This course focuses on both the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist students through the dissertation writing processes.

d. **EDUC 728 - Data-Driven Decision-Making to Inform Instruction** (3 credits) This course focuses on the critical knowledge, theory, practice, current accountability structures, and application of student evaluation, communicating student achievement, and using assessment data as decision-making tools. Provides an overview of principles and issues surrounding curriculum as well as in various program evaluation measures and curriculum evaluation tools. Develops the ability to examine, explore, analyze, and utilize student level data to guide decision-making and reform efforts in the classroom, school building, or school district, guided by the principles of understanding data management, interpretation, and student assessment.

e. **EDSP 741 - Comprehensive Assessment for Exceptional Learners** (3 credits) This course focuses on assessment (e.g., norm-referenced, criterion-referenced, and curriculum-based measurement, and informal and informal testing) in the context of classrooms and educational systems with emphasis on the determination of individual needs and development of plans to meet needs. This course covers the use and interpretation of formal and informal diagnostic tests, procedures calculated to determine instructional levels, and procedures for exceptional learners. Emphasis is on interpretation for instruction, eligibility determination, placement decisions, and report writing.

f. **EDUC 790 - Strategies for Serving Rural and Urban Learners** (3 credits) This course will explore the social, historical and political shaping of education policy in the United States as it relates to rural and urban communities. The course focuses on the relationships
between economic and social stability and how socioeconomic and ethnic diversity within rural and urban schools may be correlated directly with educational opportunity and achievement, which may impact long-term individual, family, and demographic group economic stability and advancement. Analyzing facts and statistics on topics such as poverty and homelessness, diversity, substance abuse, and mental health.

**gg. EDUC 732 - Advanced Instructional Methods and Strategies – Secondary Education (Grades 6-12) (3 credits)** This course is designed to examine the historical, conceptual, theoretical, and practical issues of teaching and learning in grades 6-12. Provides an opportunity to examine, design, deliver, and evaluate curricula, methodologies, and instructional strategies to enhance student engagement and learning.

**hh. EDUC 731 - Advanced Instructional Methods and Strategies – Elementary Education (Grades PK-5) (3 credits)** This course is designed to examine the historical, conceptual, theoretical, and practical issues of teaching and learning in grades PK-5. Provides an opportunity to examine, design, deliver, and evaluate curricula, methodologies, and instructional strategies to enhance student engagement and learning.

**ii. EDUC 750 - Contemporary Curriculum Theory (3 credits)** This course provides an in-depth understanding of contemporary theoretical substructures of the curriculum. In this course, the curriculum is understood as both the explicit, planned course of learning, and the hidden or latent experiences that students encounter in school settings or experience within their world. We will study historical, political, behavioral, social, psychological, cognitive, philosophical, institutional theories in order to understand the impact of theories on curriculum issues, schools and society. The goal of this course is to provide students with the theoretical framework for analyzing, critiquing, and investigating curriculum so that they will understand the complexities of contemporary curriculum discourses and research practices.

**jj. EDUC 785 - Critical Studies in Diversity and Education (3 credits)** This course focuses on the examination of the student diversities found in classrooms and the impact of diverse learners on curricular and instructional practices. Teachers will study ways of making classrooms, curricula, and instructional strategies diversified, developmentally appropriate and equitable to meet the needs of all student populations. Analysis and interpretation of critical theories, research, and approaches to understanding issues of student and community diversity affecting schools.

**kk. EDUC 735 - Contemporary Learning Theories and Practices (3 credits)** This course focuses on critical examinations of professional development, current foundational research, current practices, reform efforts, and evaluation of education. Analysis of curricular debates within teacher education, emphasizing the relationship of current mandates to the larger purposes of teacher preparation and PK-20 schools.

3. **Proposal for a new graduate program:**
   a. **MASTER OF ARTS IN COMMUNICATION (M.A.)**

   The Master of Arts in Communication is a 33-credit degree program designed to that combines Communication foundation courses with two concentrations: Communication Leadership or
Communication Activism. Communication Leadership focuses students' communication and organizational skills and Communication Activism teaches best use of public relations/communication theories and practices to advocate for others. Both concentrations benefit students' current or future careers or will prepare students for further study. The degree culminates in a capstone (six credit hours) requiring students to demonstrate applied communication understanding and acquired skills. The nature of this capstone is designed collaboratively between each student and the student's advisor.

Objectives of the program
The proposed program will:
1. Enrich students' understanding of issues and theoretical approaches in the field of communication.
2. Advance students' ability to interpret qualitative and quantitative scientific literature.
3. Prepare students to conduct communication research.
4. Challenge students to demonstrate competencies in oral, written, and visual communication that are essential to success in communication practice.
5. Engage students in the design of strategic approaches to a wide range of communication challenges.
6. Explore principles of ethical responsibility and challenge students to apply these principles to the community, society, discipline, and profession.
7. Prepare students for professional work in the field of communication leadership and/or activism.

Student Learning Outcomes
Students will be expected to:
1. Demonstrate knowledge of the history and current issues in the field of communication.
2. Demonstrate and apply knowledge of communication and media theories.
3. Demonstrate knowledge of qualitative and quantitative research methods.
4. Evaluate and critique previous research in communication and media, based on application of theory and methods.
5. Utilize qualitative and quantitative research methods for data collection-based research.
6. Demonstrate competencies in oral, written, and visual communication.
7. Plan, design, and utilize strategies for communication in a wide range of contexts.
8. Demonstrate understanding of the ethical responsibilities and challenges faced by communication researchers and practitioners.
9. Apply knowledge, skills, ethical considerations, and principles to lead and/or advocate for others in their communities, society, disciplines, and/or professions.
10. Communicate and present information to a wide range of audiences, based on expectations appropriate in a wide range of contexts.

Graduate Applications
Applications for graduate study should be directed to the Office of Graduate Studies.

Admission Requirements
In addition to general university graduate admission requirements, applicants to the MA in Communication program must also submit:
1. Two letters of recommendation from persons who are familiar with the applicant's academic ability and potential for successful completion of Masters studies.
2. A personal statement of no more than 500-words demonstrating the applicant's interest and compatibility with the program, understanding of the field, and future career goals.
3. Graduate Record Exam (GRE) scores that indicate potential for success in the program

Degree Requirements (33 Graduate Credit Hours)
I. Foundation
   a. COMM 500 Foundations of the Communication Discipline
   b. COMM 575 Communication Theory
   c. MALS 650 Graduate Research Methods
   d. COMM 599 Teaching Assistant Pedagogy
II. Concentration (choose one)
   a. Communication Leadership
      i. COMM 501 Communication Leadership
      ii. COMM 519 Communication & Media Campaigns
      iii. MBA 610 Leading People
   b. Communication Activism
      i. COMM 502 Communication Activism
      ii. COMM 519 Communication & Media Campaigns
      iii. COMM 530 Communication to Targeted Audiences
III. Choose any 9 credit hours
   a. COMM 509 Public Relations
   b. COMM 511 Communication in Health Contexts
   c. COMM 531 Communication for Diverse Audiences
   d. COMM 540 Media Uses and Effects
   e. COMM 560 Persuasion
   f. MBA 655 Sustainability & Social Responsibility
III. Capstone
   a. COMM 691 Applied Communication Capstone

* Is required each semester for all Graduate Teaching Assistants

b. MASTER OF SCIENCE (M.S.) IN INTEGRATIVE BIOLOGY
MISSION STATEMENT
The purpose of the Master of Science degree program in Integrative Biology is to train students to help resolve major challenges in biology wherein the organism is the focal target of study. To be successful in this undertaking, students must evaluate organisms at multiple levels of organization, from genes to ecosystems, and incorporate multiple sub-disciplines, including molecular biology, physiology, ecology, and evolution. The Integrative Biology M.Sc. will give a sense of the breadth of the life sciences as well as enable students to delve into a focal area via targeted coursework and original research culminating in a thesis. The two focal areas are 1) Cellular and Molecular Biology; and 2) Ecology, Evolution, and Conservation; while each student will primarily study in one area, all students must take one course in each area to allow greater exposure to the diversity within biological sciences. The goals of the program are satisfied through 24 credit hours of coursework and 6 credit hours of thesis research leading to the completion of a thesis.

Student Learning Outcomes
1. Analyze and interpret key areas of knowledge in the field of Biology, especially within one focal area of the Integrative Biology degree program.
2. Synthesize content from the two focal areas within the Integrative Biology degree program.
3. Understand and critique published literature in the field of Biology.
4. Design and conduct hypothesis-driven research within the field of Biology.
5. Communicate research findings effectively by oral and written means appropriate to the field of
Graduate Applications
Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

Admission Requirements
Regular admission to the Master of Science in Integrative Biology is met by satisfactorily meeting the criteria below. Note that some admission requirements may be waived at the discretion of the Integrative Biology program coordinator.

1. Completion of an application form.
2. Submission of an official transcript from each post-secondary school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study). Transcripts should show a minimum overall graduating GPA of 3.0 and a minimum GPA of 3.0 in any graduate work already completed.
3. Evidence of having received a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree program, with a preference for a degree in a biology-related discipline.
4. Submissions of official Graduate Record Examination (GRE) scores.
5. Submission of two letters of recommendation from those who can comment on your academic readiness.
6. Submission of a written statement of educational and career goals, how this degree will fulfill those goals and the subject area of research interest while completing this degree.
7. Submission of a resume/curriculum vitae.
8. If a non-native speaker of English, provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
   a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
   b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
   c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
   d. Pearson Test of English (PTE) Academic with a score of 59;
   e. Cambridge CAE (Certificate of Advanced English ) with a minimum level of C1;
   f. Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
   g. MELAB (Michigan English Language Assessment Battery) with a score of 77;
   h. TOEIC (Test of English for International Communication) with a score of 745;
   i. Bachelor’s degree earned from a regionally accredited U.S. institution of higher education within the last three years.

Provisional Admission
Applicants may receive provisional admission in the Master of Science in Integrative Biology degree program if they do not meet the stated admission requirements and are entering the University for the first time or are returning to the University after an extended absence. Students on provisional admission are limited to 12 hours of course work.

Removal of Provisional Status
To remove provisional status the student must, within the first two academic semesters (either Fall, Spring,
or Spring, Fall):
1. Earn a B or better in a focal area course;
2. Maintain a 3.0 GPA in all graduate courses taken; and
3. Earn a B or better in all undergraduate prerequisites required as specified in the provisional acceptance letter.

Admission to Candidacy
Admission to the graduate program in Integrative Biology does not signify Admission to Candidacy. To be eligible for Admission to Candidacy for the Master of Science in Integrative Biology, a student must:
1. Achieve regular admission status;
2. Have a degree plan and thesis proposal approved by the major professor, thesis committee, and Program Coordinator;
3. Complete a minimum of 12 semester hours of graduate work at Coastal Carolina University; and
4. Have earned a B or better average on all graduate work pursued.

All students, including transfer students, must clear the English Proficiency Requirement, if applicable, before being admitted to Candidacy.

Degree Requirements
The Master of Science in Integrative Biology requires:
1. Successful completion of an approved program of study with a minimum of 30 graduate hours;
2. Admission to Candidacy;
3. A minimum grade point average of 3.0 (B) on all course work;
4. Completion, presentation, and successful defense of a thesis; and
5. All work applied toward the degree must be earned in the six years immediately preceding the completion of the graduate program.

Note: Transfer credit(s) cannot be used to raise the GPA at CCU.

Thesis
Students must assemble a thesis committee of at least three (3) members by the second semester of enrollment. The committee will consist of at least three (3) full-time CCU faculty members including the major professor who will chair the committee. The major professor must have Graduate Faculty status. An approved member from an outside institution may be included. The entire thesis committee will meet with the student semi-annually to assess progress and to give advice. Before graduation, students will submit the completed thesis to the program coordinator who will schedule the public defense. The final, approved thesis ultimately must be submitted online to the Office of Graduate Studies using ProQuest for the thesis to be considered complete. A student who fails to pass either the thesis defense or BIOL 700 will be given a second chance to defend their thesis or pass BIOL 700.

Enrollment Requirement
Students in the Integrative Biology program must be continuously enrolled during all phases of graduate work. This includes Fall, Spring, and Summer terms (the Summer term here is inclusive of Maymester, Summer I, and Summer 2). This requirement is typically satisfied by registering for a minimum of one graduate credit in each term. However, the situation may arise where students have completed all course requirements except for the thesis. In this case, students must enroll in BIOL 702 Project Completion in order to satisfy the continuous enrollment requirement. Registering in BIOL 702 maintains email and library privileges and also allows access to University facilities and faculty advisers. BIOL 702 does not count toward degree requirements and does not substitute for the 6 credit hour requirement in BIOL 700.
Thesis Research.

Required Graduate Degree Credit Hours (30 Graduate Credit Hours)
The Master of Science in Integrative Biology requires the successful completion of an approved program of study with a minimum of 30 graduate credit hours. The M.Sc. in Integrative Biology has two focal areas: 1) Cellular and Molecular Biology; and 2) Ecology, Evolution, and Conservation). All students must take one course in each focal area to allow greater exposure to the diversity within biological sciences. Within the approved program are focal area electives, electives, seminars, a professional development course, and thesis research credits.

REQUIRED COURSES (12 Credit Hours)
BIOL 680: Professional Development for the Biological Sciences.......................... 3
BIOL 697: Graduate Seminar I................................................................................. 1
BIOL 698: Graduate Seminar II................................................................................ 1
BIOL 699: Graduate Seminar III............................................................................... 1
BIOL 700: Thesis Research....................................................................................... 6

FOCAL AREA ELECTIVE COURSES (6 Credit Hours)
Cellular and Molecular Biology (3 Credit Hours)
BIOL 601: Gene Expression...................................................................................... 3
BIOL 602: Symbiosis................................................................................................. 3
BIOL 603: Special Topics in Biotechnology............................................................. 3

Ecology, Evolution, and Conservation (3 Credit Hours)
BIOL 610: Environmental Microbiology................................................................... 3
BIOL 611: Fish Conservation Biology........................................................................ 3
BIOL 612: Environmental Animal Physiology........................................................... 3
BIOL 613: Ecological Indicators................................................................................. 3
BIOL 614: Population Biology.................................................................................... 3

ELECTIVES (12 Credit Hours)
(Choose up to 12 credit hours) ..................................................................................... 12
Electives must be approved 500-level or above courses from BIOL, CHEM, CMSS, CMWS, CSCI, IST, MATH, MSCI, PHYS, or STAT. A maximum of 6 credit hours at the 500 level may be used towards completing degree requirements.

C. Interdisciplinary Ph.D. in Education

The **Interdisciplinary Doctorate in Education**, Ph.D., as an advanced graduate program in the Spadoni College of Education. This program will involve students in developing the breadth and depth of understandings, skills, and dispositions through study in one of three specialization areas (Educational Leadership, Higher Education Administration, Curriculum, Instruction and Assessment), research foundation, selection of cognate and elective courses, and dissertation. Identified courses in both the specialization and cognate areas will be co-taught to interrelate key conceptual understandings. Students will also take a research and data analysis curriculum that
focuses on varied ways of knowing, and have opportunity to select relevant cognate and elective courses that address individual needs and interests.

Program Objectives

- Develop an advanced degree curricula that interrelates knowledge and skills from selected areas of specialization, complementary cognate courses, and proficiency in the areas of quantitative, qualitative, and mixed methods educational research.
- Establish a seamless P-20 educational system that promotes continuous improvement, career satisfaction, and helps retain and recruit highly effective educators.
- Facilitate interdisciplinary understandings through a co-teaching model that produces cross-disciplinary context-based solutions to contemporary educational issues.
- Provide opportunities for doctoral candidates to participate in regional collaborative networks that involve school districts, universities, and community leaders in building partnerships to affect innovative change aimed at improving educational outcomes.
- Institute advanced degree field-based experiences and internships that allow for systematic translation of theory to practice in specific areas of specialization, cognate emphasis, and the research core curriculum.
- Demonstrate curricular understandings and proficiency of research skills through a comprehensive exam, professional presentations, scholarly writing, and the successful completion of a dissertation.

Student Learning Outcomes

- Students develop critical thinking skills that would allow them to see the integrative connections between disciplinary fields in their area of specialization.
- Students will develop a regional perspective of a need for improvement and become a change-agent within the region by analyzing and providing a resolution or awareness of the concern.
- Students develop an understanding and skills to perform mixed method research that provides data-driven analysis and results to make substantive changes within the regional community.
- Students develop an awareness of diversity (i.e., people, cultures, ideas, and etc.) which may have an impact on PK-20, and appreciate the importance of engaging in lifelong interdisciplinary learning to become informed and responsible change agents within their community.
- Students learn to develop linkages between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing students, schools, communities, and societies.

Admission Requirements

All applicants to the Ph.D. in Interdisciplinary Doctorate in Education must meet the Coastal Carolina University Office of Graduate Studies admission requirements. In addition each specialization area will have an admissions committee who will review applications and make recommendations based on the following criteria:

- Completion of a Coastal Carolina University application form.
- An earned Master’s Degree in education or related field.
- A minimum overall cumulative grade point average of 3.0 (on a 4.0 scale) documented by official transcripts for all collegiate coursework.
- Copies of official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
  - A score of 300 with no less than 160 on the verbal and 140 on the quantitative Graduate Record Examination, or 400 on the Miller Analogies Test.
  - Scores must be no more than five years old.
  - If an applicant’s Master’s Degree with overall GPA is 3.5 or higher, the Graduate Record Examination, or 400 on the Miller Analogies Test are waived.
- Applicants who are non-native speakers of English speakers must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success
in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:

- A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);  
- A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;  
- Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;  
- Pearson Test of English (PTE) Academic with a score of 59;  
- Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;  
- Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;  
- MELAB (Michigan English Language Assessment Battery) with a score of 77;  
- TOEIC (Test of English for International Communication) with a score of 745;  
- Bachelor’s degree earned from a regionally accredited U.S. institution of higher education within the last three years.

- Applicants will submit a written statement explaining how the Interdisciplinary Ph.D. will be instrumental in achieving specific career and research goals.  
- Three professional reference letters that specifically address the candidate’s ability to successfully meet the demands of high level graduate coursework. One letter must be from their current immediate supervisor.  
- A face-to-face and/or virtual interview will be required that primarily focuses on the applicants written statement regarding career and research goals as well as the applicants vision for their personal and professional development and how this program will support their vision.  
- Applicants will complete an on-site writing sample.

Applicants entering the program with an Ed.S. degree in Educational Leadership from a regionally accredited institution may be awarded up to 21 credit hours for coursework completed prior to admission to this program (see required elements of the curriculum below). The program’s Admission Committee will review the application materials submitted by each applicant to determine what graduate course credit may be applicable to the program’s coursework requirements. Highly qualified applicants entering the program from a regionally accredited Ed.S. degree program may be provisionally accepted into the Ph.D. program through the general admission procedure outlined above.

**Degree Requirements**

The Ph.D. in Interdisciplinary Doctorate in Education requires the successful completion of an approved program of study with a minimum of 63 graduate credit hours. The approved program includes specialization areas (Educational Leadership, Higher Education Administration, Curriculum, Instruction and Assessment), research foundation, selection of cognate and elective courses, and dissertation. The degree culminates with a comprehensive examination and dissertation requiring students to demonstrate and apply knowledge and skills learned in the program.

**Required Credit Hours (63 Graduate Credit Hours)**

**Specialization Areas (21 Graduate Credit Hours from one of the Specializations Areas)**

**Educational Leadership (21)**

- EDAD 701 Advanced Theory and Practice of Leadership and Management (3)  
- EDAD 760 Instructional Leadership and Supervision (3)  
- EDAD 780 Politics and Policy of Education (3)  
- EDAD 735 Finance and Ethics (3)*  
- EDAD 786 Topics in Educational Leadership (3)  
- EDAD 788 Action Research (3)*
Higher Education Administration (21)
- EDAD 701 Advanced Theory and Practice of Leadership and Management (3)
- EDAD 780 Politics and Policy of Education (3)
- EDAD 735 Finance and Ethics (3)*
- EDAD 788 Action Research (3)*
- EDAD 791 Contemporary Issues in Higher Education (3)
- EDAD 793 Legal Basis of Educational Organization and Administration (3)
- EDAD 793 College Teaching and Advising (3)

Curriculum, Instruction, & Assessment (21)
- EDUC 728 Data-Driven Decision-Making to Inform Instruction (3)
- EDSP 741 Comprehensive Assessment for Exceptional Learners (3)
- EDUC 790 Strategies for Serving Rural and Urban Learners (3)*
- EDUC 750 Contemporary Curriculum Theory (3)
- EDUC 785 Critical Studies in Diversity and Education (3)
- EDUC 735 Contemporary Learning Theories and Practices (3)*

Choose one from the following
- EDUC 732 Advanced Instructional Methods and Strategies – Secondary Education (Grades 6-12) (3)
  or
- EDUC 731 Elementary Education (Grades PK-5) (3)

Research Foundations (12 Graduate Credit Hours)
- EDUC 800 Ways of Knowing: Introduction to Educational Research (3)
- EDUC 810 Qualitative Research Methods in Education (3)
- EDUC 815 Quantitative Research Methods in Education (3)
- EDUC 825 Mixed Methods Research in Education (3)*

Cognates and Electives (18 Graduate Credit Hours (Cognates 12 Graduate Credit Hours and Electives 6 Graduate Credit Hours))

Choose six from the following:

Instructional Technology
- EDIT 700 Principles of Instructional Design (3)
- EDIT 704 Technology in Curricula (3)
- EDIT 710 Instructional Technology Tools (3)
- EDIT 720 Psychology of Instructional Technology (3)
- EDIT 760 Instructional Technology Leadership (3)
- EDIT 764 Special Topics in Instructional Technology (3)

Online Teaching Endorsement Courses
- EDIT 604 Teaching with Technology (3)
- EDIT 650 Teaching and Learning Online (3)
- EDIT 660 Advanced Online Teaching (3)
- EDIT 610 Instructional Design and Tech. Integration (3)
- EDIT 620 Technology Planning and Management (3)
- EDIT 630 Development of Instructional Multimedia (3)

English for Speakers of Other Languages
EDSP 641 Comprehensive Assessment for Exceptional Learners (3)  
EDSP 697 Practicum in Special Education (3)  

Certification in English for Speakers of Other Languages  
EDLL 650 Applied Linguistics for ESOL Teachers (3)  
EDLL 651 Principles and Strategies for Teaching ESOL 3 to Elementary and Secondary Learners (3)  
EDLL 652 Teaching Reading and Writing to Limited English Proficient (LEP) Learners (3)  
EDLL 653 Testing and Assessment for Language Minority Students (3)  
EDLL 654 ESOL Curriculum Design and Materials Development (3)  

Equitable Education  
EDEQ 624 Framework for Equitable Education (3)  
EDEQ 625 Application of Differential Instruction (3)  
EDEQ 626 Culturally Responsive Methods and Materials (3)  
EDEQ 640 Successful Collaboration with Diverse Families (3)  
EDEQ 628 STEM Methods and Materials for Diverse Students (3)  

Dissertation (12 Graduate Credit Hours)  
EDUC 899 Dissertation (12)  

4. Proposal for minor changes/removal of multiple graduate courses within same program:  
a. MBA 650 and 651 – increase credits from 2 to 3  

Open